

MAKING A DIFFERENCE



**SUPERINTENDENT PATRICE A. JOHNSON
ADMINISTRATIVE CONFERENCE 2017**

JSD Areas of Focus – 2017

1. STUDENT ACHIEVEMENT

- ✓ **Refining PLCs**
 - *Student success criteria*
 - *Formative assessment strategies*
 - *Analyze data to drive collaboration*
 - *Focused remediation and acceleration*
- ✓ **Quality Tier I Instruction**
 - *Resources/professional development/coaching*
 - *Interventions & enrichment*
 - *Student engagement*
 - *Classroom management*

2. EMPOWERING EMPLOYEES

- ✓ **Professional development**
- ✓ **Opportunity for growth**
- ✓ **Recognizing teachers as professionals**
- ✓ **Recognizing and rewarding quality performance**

3. CUSTOMER SERVICE

- ✓ **Welcoming culture**
- ✓ **Inclusive environment**
- ✓ **Address problems**
- ✓ **Partner with parents**

4. SAFETY & SECURITY

- ✓ **Physically & emotionally safe schools**
- ✓ **Safe & welcoming environment**
 - *Code of Conduct*
 - *Anti-bullying programs*

Student Achievement



Ends Policy 401 – Student Achievement

The Board recognizes that providing a quality education for students includes ensuring that a variety of opportunities are made available at all levels to students such as STEM, music, art, physical education, leadership, character education, etc. at all levels. Additionally, the Board of Education believes in the importance of student growth and progress and supports assessment practices that inform instruction to meet the needs of all learners in every field of opportunity. Information on the breadth of educational opportunities as well as student growth measurements will be disseminated in multiple formats to school community groups, parents, and school leaders.

Ends Policy Student Growth and Achievement will be measured by: (Expectation)	Action Steps (Plan)	Monitoring	Professional Development	Resources
Dibels (grade 3) Percentage of District’s elementary schools whose most recent year’s 3rd grade End of Year percentage > 90%, or > than the prior year’s 3rd grade EOY percentage on benchmark.	(1) Professional Learning Communities will be collaborative, data driven, common formative assessments are developed and utilized to inform instructional decisions. (2) The Dibels progress monitoring tool will be used K-3 grades to monitor the growth of students who are below and well below Dibels benchmark levels, unless an educator can demonstrate the consistent use of another monitoring tool that evidences student growth.	(1) K-3 Teachers will provide evidence of Dibels data being used in PLCs at least monthly to make instructional decisions for Tier 1 and interventions. (2) K-3 Teachers will provide the results of monitoring of students performing at below level or well below level to their principal at a minimum of once every three weeks.	(1) Using Dibels data to inform instruction training will be provided by the district and available upon request by individual schools or grade level teams. Training will be available online using the Canvas as the LMS and face-to-face. (2) Training on implementing and using the Dibels monitoring system will be provided by the district and available upon request by individual schools or grade level teams and online using Canvas as the LMS and face-to face.	Current: District Literacy Team, USBE training opportunities, District and site-based PLC training, District leadership training

Empowering Employees



Ends Policy 402 – Empowering Employees

Jordan School District educators will recognize they are valued by (1) Targeted professional development that may be school wide, leadership team driven, self-selected, or district wide, (2) Opportunity for growth by increasingly successful classroom skills, (3) Recognizing teachers as professionals and providing opportunities for educator input, (4) Recognizing and rewarding quality performance

Ends Policy Empowering Employees will be measured by: (Expectation)	Action Steps (Plan)	Monitoring	Professional Development	Resources
Create a competitive salary schedule to recruit, attract, and retain highly qualified teachers by (a) Conducting ongoing comparison studies of teacher pay and turnover rates along the Wasatch Front, (b) Conducting and reviewing the results of teacher exit surveys	(1) A district committee will be created to review salary schedules along the Wasatch Front and develop a competitive teacher salary schedule. (2) The district Human Resources Department will administer and review teacher exit surveys on a yearly basis. (3) Study and look at options for recognizing teacher teams who provide evidence of student learning as an outcome of successful PLCs.	(1) The district committee will make recommendations regarding a competitive salary schedule to the Jordan School District Board of Education. (2) The District Human Resources Department will present data regarding teacher exits to the Jordan School District Superintendent on a yearly basis. (3) Continued discussions and recommendations for rewarding exemplary work accomplished in PLCs.	(1) The district committee will be provided with requested information in a timely manner.	Current: Human Resources Department, Accounting Department, Curriculum Department, Administrators of Schools

Customer Service



Ends Policy 403 – Customer Service

Jordan School District educators will acknowledge, value, and support students, families, and the community by (1) Creating a welcoming culture, (2) Fostering an inclusive environment where all students are valued, (3) Addressing problems with efficiency and concern, (4) Actively partnering with parents to provide educational support to students.

Ends Policy Customer Service will be measured by: (Expectation)	Action Steps (Plan)	Monitoring	Professional Development	Resources
Gathering anecdotal evidence through website submissions and interactions with patrons, parents, students, and employees	(1) The District Communications Department will create a list of anecdotal evidence gathered from patrons, parents, students, and employees from the district website. (2) Site webmasters, the principal, or the principal's designee will create a list of anecdotal evidence gathered from patrons, parents, students, and employees from the site website.	(1) The District Communications Department will share a list of anecdotal evidence gathered from patrons, parents, students, and employees from the district website, with the Superintendent, on a yearly basis. (2) Principals will share a list of anecdotal evidence gathered from patrons, parents, students, and employees from the site website, with the appropriate Administrator of Schools, on a yearly basis.	Not Applicable	Current: Communications Department personnel, site webmasters

Security and Safety

(Physical and Emotional)



Ends Policy 404 – Safety and Security

Jordan School District educators will support and implement physically and emotionally safe school programs and procedures where learning can occur. School safety and security will be accomplished by providing a physically safe learning environment through safety and security programs which include: (1) Safe and secure buildings and grounds, (2) Emergency preparedness, (3) Student, staff, and patron safety and welfare. School safety and security will be further accomplished by encouraging each school to foster an emotionally safe and a welcoming environment through a Code of Conduct that will be developed at each school in collaboration with the school administration, faculty, and School Community Council. An anti-bullying program will be an element of each school's Code of Conduct and shall include the following components: (1) Clearly articulated and defined desired actions of behavior, (2) Clearly defined rules and consequences, (3) Clearly defined reporting process, (4) Clearly defined education process for students, parents, faculty, and staff

Ends Policy Physical Safety and Security will be measured by: (Expectation)	Action Steps (Plan)	Monitoring	Professional Development	Resources
Jordan Safety and Security Assessments (3x yearly)	(1) The Department of Facility Operations will conduct assessments at each location within JSD, which identify strengths and areas for improvement. (2) At the conclusion of each audit, detailed results of the assessment are reviewed with school administration and the JSD Facility Safety Specialist. (3) The results of the JSSA are sent to the principal, respective Administrator of Schools and District Safety Committee for review. (4) After each school year has concluded, the assessment results are compiled and shared with the Board of Education	(1) This formative assessment process is continually reviewed and adjusted to meet safety and security needs district-wide. (2) Assessment frequency is contingent upon overall performance from the previous school year. Schools that consistently excel are assessed 2 times per year, schools that meet the standard are assessed 3 times per year, and schools that fall below the standard are assessed 4 times per year (with an expected improvement plan developed by the local Safe School Committee). (3) Assessment reliability is established though	(1) The JSD Risk Management team conducts annual Incident Command and safety courses for school administrators, staff and JSD personnel. (2) The local Safe School Committee will develop and implement a plan based on assessment results that identify areas of improvement. (3) Upon request, the Administrator of Schools will meet independently with a school principal to assist with a plan of improvement.	Current: Cabinet, Administrators of Schools, Department of Facility Operations, Department of Insurance Services, JSD and State Risk Management, local fire and law enforcement, School Resource Officers (SROs), videos, PowerPoint presentations, manuals, documents and forms

5-Year Building Construction Plan



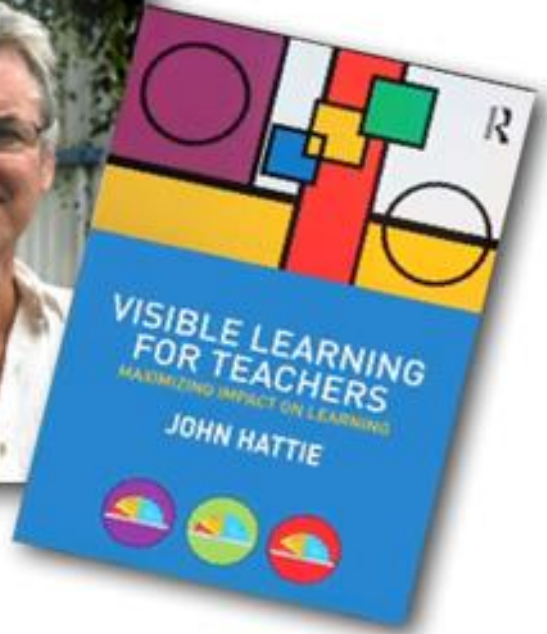
2017-2022

DRAFT

Construction/ Financing Timeline	Progress	School Opening	Type	Location	Funding	Construction Cost*	Furniture, Fixture & Equipment and Instructional Items Cost
2016-2017	Nearly complete	2017-18	Elementary School	South Jordan	Capital Reserve	\$15.0 million	\$973,000
			Elementary School	Herriman		\$15.5 million	\$973,000
2017-2019	Under construction	2019-20	Middle School	South Jordan	Capital / Bond November 2016	\$32.5 million	\$2,061,000
2017-2019			Middle School	West Jordan		\$40.0 million	\$2,061,000
2017-2020			High School	Herriman		\$81.5 million	\$5,851,000
2018-2019	Planning phase	2019-20	Elementary School	Bluffdale		\$16.1 - 19.1 million	\$1,032,000
2018-2019			Elementary School	Herriman		\$16.1 - 19.1 million	\$1,032,000
2018-2020		2020-21**	Middle School	Bluffdale		\$36.0 - 42.0 million	\$2,187,000
		2021-22	It is not known at this time if schools will be opening in this academic year.				

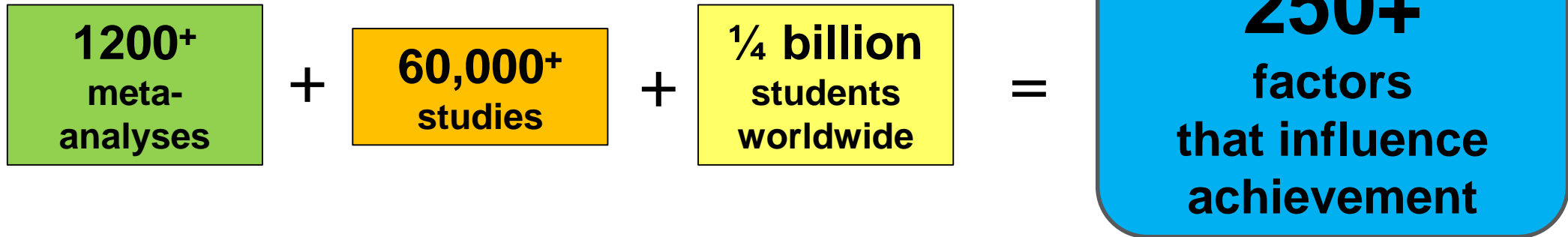
Jordan School District ACT Composite Scores

School Year	2012	2013	2014	2015	2016	2017
Number of Students Tested	3,156	3,281	3,397	3,542	3,651	3,718
Mean Composite Scale Score	19.9	19.9	19.8	19.8	20.0	20.3



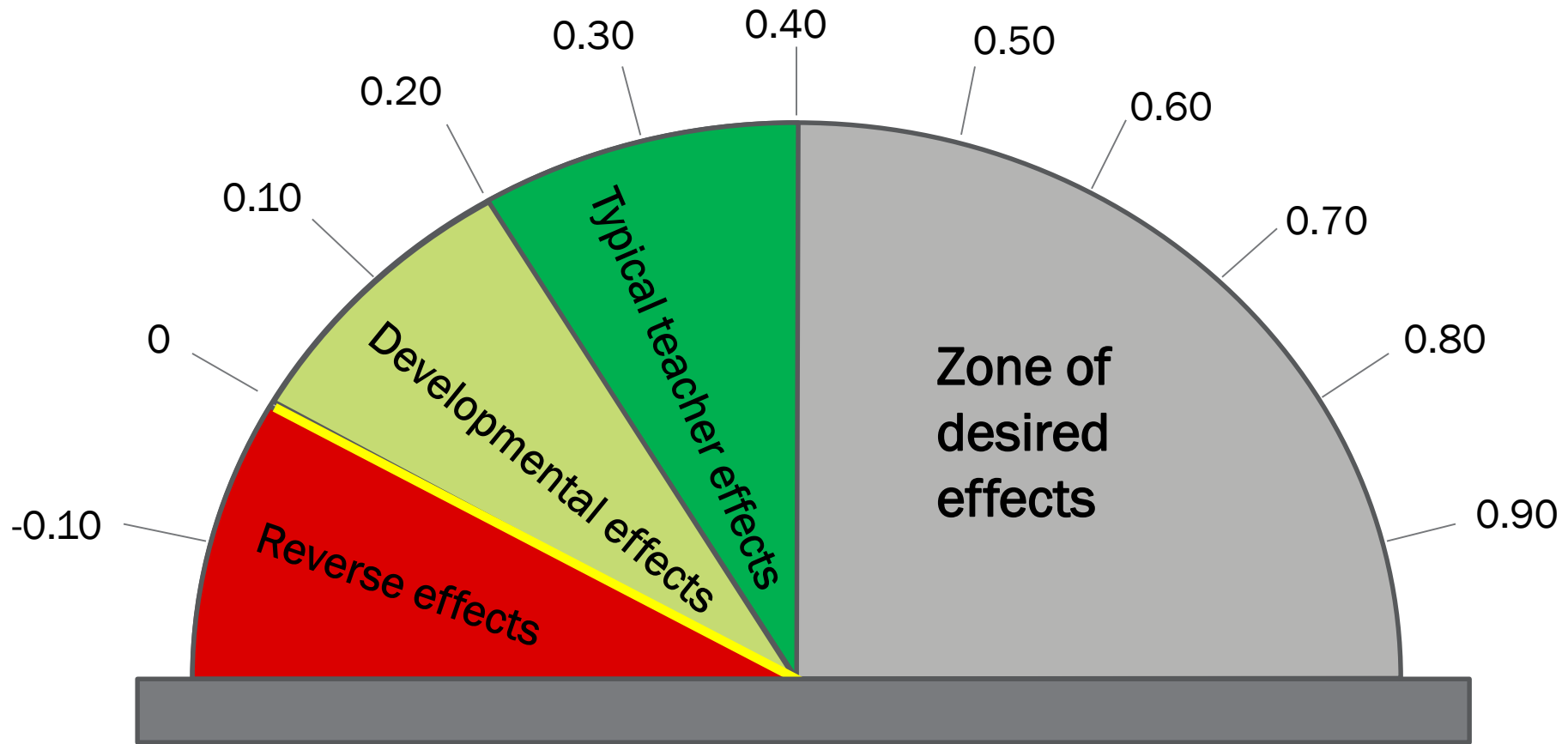
John Hattie:

What works best for raising student achievement?



SCOPE OF RESEARCH

INFLUENCES ON ACHIEVEMENT



Influences

Collective teacher efficacy

Clickers

Cognitive task analysis

One-to-one laptops

Jigsaw method

Mentoring

Deliberative practice

Charter schools

Summarization

School calendars/schedules

Rehearsal and memorization

Performance pay

Outlining and transforming

Breastfeeding

Self verbalization and self questioning

Presence of humor

Underlining and highlighting

Immigrant status

Relative age in class

Sleep

Philosophy in schools

Not liked in class

Cell phones

Suspension/expelling students

Ethnicity

Corporal punishment in the home

Pre-school programs

Depression

Matching style of learning

Boredom

Influence	Effect Size	Rank	Influence	Effect Size	Rank
Collective teacher efficacy	1.57	1	Clickers	0.22	189
Cognitive task analysis	1.25	5	One to one laptops	0.16	206
Jigsaw method	1.2	7	Mentoring	0.12	212
Deliberative practice	0.79	18	Charter schools	0.09	221
Summarization	0.79	19	School calendars/schedules	0.09	222
Rehearsal and memorization	0.73	29	Performance pay	0.05	231
Outlining and transforming	0.66	39	Breastfeeding	0.04	232
Self verbalization and self questioning	0.55	64	Presence of humor	0.04	233
Underlining and highlighting	0.5	83	Immigrant status	0.01	236
Relative age in class	0.45	107	Sleep	-0.05	240
Philosophy in schools	0.43	110	Not liked in class	-0.19	245
Cell phones	0.35	134	Suspension/expelling students	-0.2	246
Ethnicity	0.32	141	Corporal punishment in the home	-0.33	249
Pre-school programs	0.29	160	Depression	-0.36	251
Matching style of learning	0.22	180	Boredom	-0.49	252

What is Collective Teacher Efficacy?

Teacher Efficacy



Belief of one's own ability to promote positive change for students

**COLLECTIVE
TEACHER
EFFICACY**



Belief of teacher group about *collective ability* to promote successful student outcomes within their school



Are we in Kahoots?



Collective Efficacy

refers to an organization's shared belief that through their **collective** action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

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What

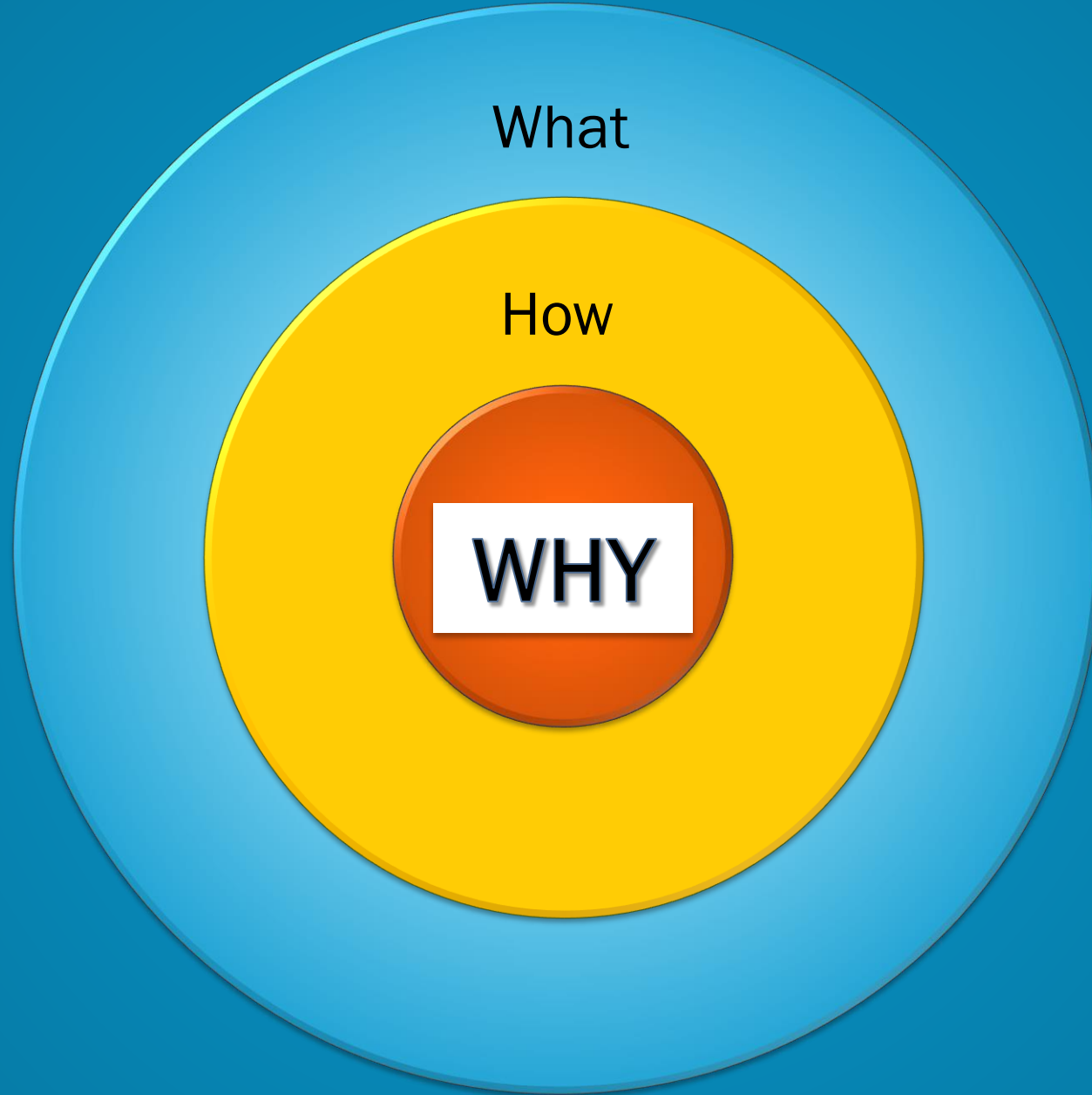
What

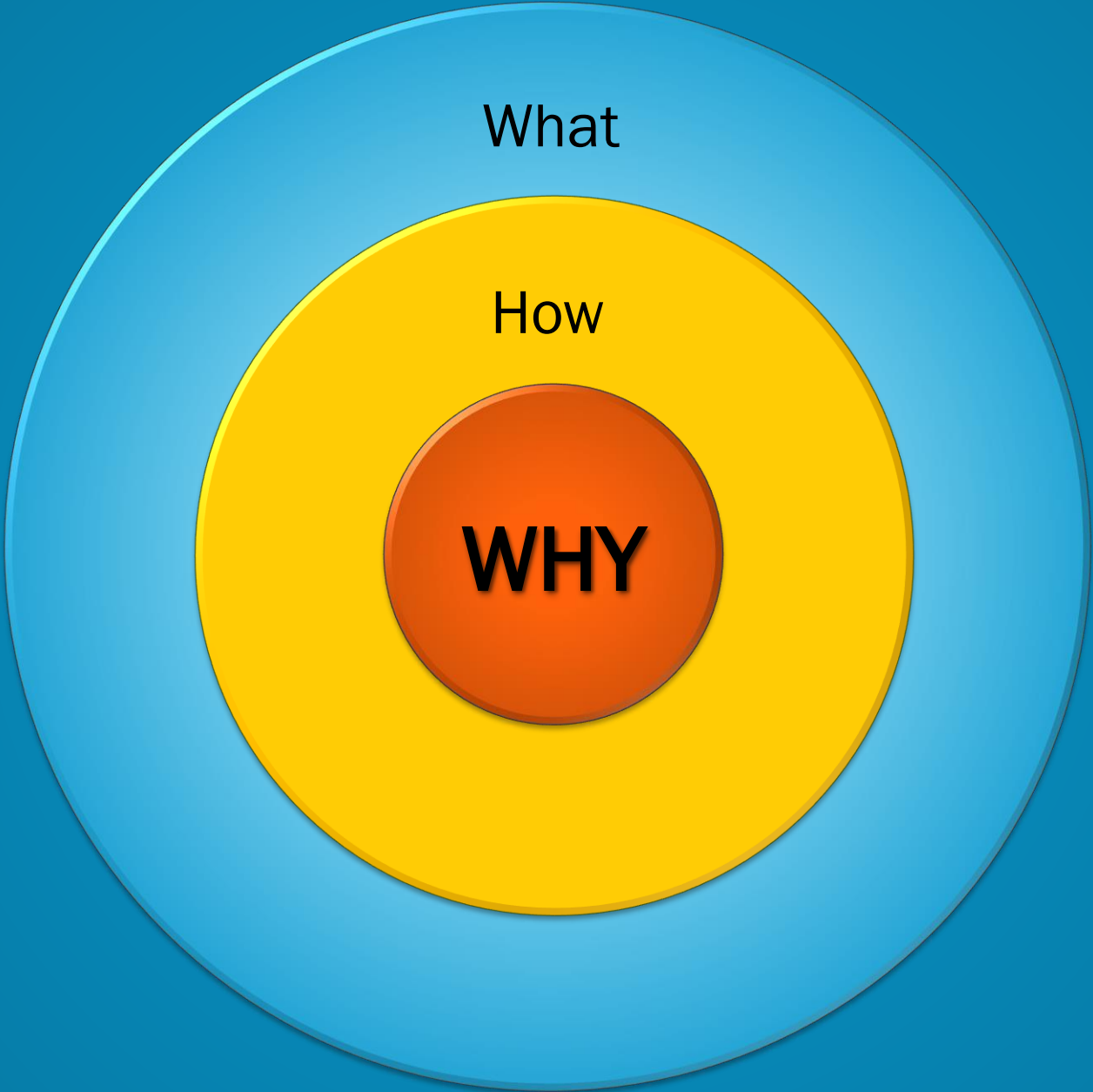
How

What

How

WHY

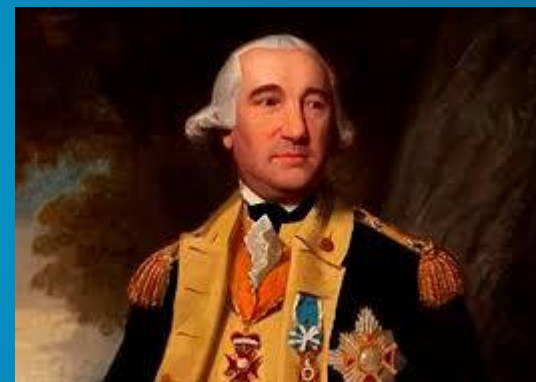
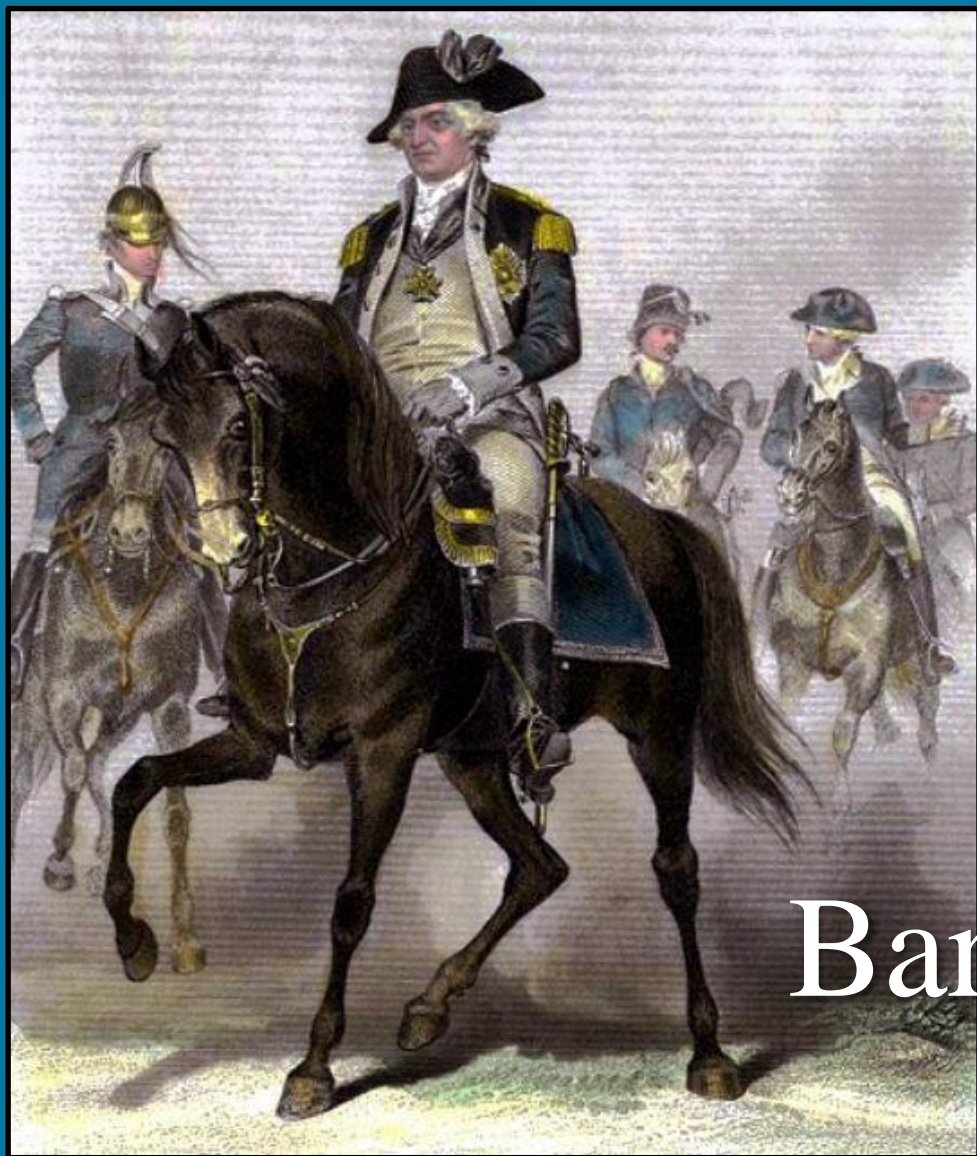




What

How

WHY



Baron von Steuben

AND HERE
IN THIS PLACE
OF SACRIFICE
IN THIS VALE OF HUMILIATION
IN THIS VALLEY OF THE SHADOW
OF THAT DEATH OUT OF WHICH
THE LIFE OF AMERICA ROSE
REGENERATE AND FREE
LET US BELIEVE
WITH AN ABIDING FAITH
THAT TO THEM

UNION WILL SEEM AS DEAR
AND LIBERTY AS SWEET
AND PROGRESS AS GLORIOUS
AS THEY WERE TO OUR FATHERS
AND ARE TO YOU AND ME
AND THAT THE INSTITUTIONS
WHICH HAVE MADE US HAPPY
PRESERVED BY THE
VIRTUE OF OUR CHILDREN

SHALL BLESS
THE REMOTEST GENERATION
OF THE TIME TO COME

HENRY ARMITT BROWN

EVERY CHILD
EVERY DAY

YOU

make a

Difference



